

**CENTER FOR THE ARMY PROFESSION AND ETHIC (CAPE)
SENIOR LEADER PROFESSION AND ETHIC EDUCATION COURSE**

**Module Plan for
“ETHICAL COMPARTMENTALIZATION - DOES YOUR PRIVATE LIFE MATTER?”
CGSL-EE -ET06**

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Date prepared:

a) **SCOPE:**

This module supports the block of instruction described on the Block Advance Sheet for “Commander’s Guidance for Senior Leader Ethics Education,” CGSL-EE-AS02.

b) **LEARNING OBJECTIVES:**

TERMINAL LEARNING OBJECTIVE

SLET-TLO-6:

Action: Evaluate the effects of personal and professional values either reinforcing or being in tension with each other.

Condition: Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

Standard: The evaluation of the effects of personal and professional values either reinforcing or being in tension with each other will include:

- Examination and analysis of the module topics including the use of a journal to document information and capture personal reflections
- Participation in professional discussion, reflection and development exercises as designated by the instructor.

ENABLING LEARNING OBJECTIVES:

SLET-ELO-6.1:

Action: Evaluate the need for personal values and professional values to reinforce each other.

Condition: In a facilitated small group environment promoting professional discussion, reflection, and professional development, given Army Profession concepts/doctrine.

Standard: The evaluation of the need for personal values and professional values to reinforce each other will include:

- Identification of personal and professional values
- Examination of the requirements for personal and professional values to reinforce each other.
- Examination of the results of when personal and professional values do not reinforce each other.

SLET-ELO-6.2:

Action: Examine Ambition versus Selflessness.

Condition: In a facilitated small group environment promoting professional discussion, reflection, and professional development, given Army Profession concepts/doctrine.

Standard: The examination of Ambition versus Selflessness will include:

- Analysis of personal ambition
- Analysis of Selfless Service

- Examination of legitimate ambition
- Evaluation of the dichotomy: We preach selflessness as a sterling quality of character and then we tend to reward ambition

SLET-ELO-6.3:

Action: Examine People/Family verses Mission.

Condition: In a facilitated small group environment promoting professional discussion, reflection, and professional development, given Army Profession concepts/doctrine.

Standard: The examination of People/Family verses Mission will include:

- Analysis of the cultural factors affecting Mission choices
- Evaluation of the goal of having combat-ready units verses neglect of families
- Evaluation of the proper care and nurture of families excusing having noncombat-ready units

SLET-ELO-6.4:

Action: Examine self-development verses organizational development balance.

Condition: In a facilitated small group environment promoting professional discussion, reflection, and professional development, given Army Profession concepts/doctrine.

Standard: The examination of the self-development verses organizational development balance will include:

- Analysis of the priorities of self-development verses organizational development
- Evaluation of the risks of a non-balanced approach to development

c) SUGGESTED INSTRUCTOR INSTRUCTIONAL INTENT:

See 'Does Your Private Life Matter Instruction Intent' document.

See 'Does Your Private Life Matter Module Learning Objectives above.

4. SUGGESTED STUDENT READINGS / VIEWINGS:

a) Army Profession Doctrine

Army Doctrine Publication (ADP) 1, *The Army*, Chapter 2.

Army Doctrine Reference Publication (ADRP) 1, *The Army Profession*.

b) Reading / viewing list:

As designated by instructor. See resources in 'Does Your Private Life Matter Reading / Viewing list'

4. CONDUCT OF MODULE

a. Example Module Timeline:

Min	Activity
05	Concrete Experience:
05	Publish and Process:
20	Generalize New Information:
10	Develop:
10	Apply:
50	Total Minutes

b) Concrete Experience:

Instructor Note: Present a "Concrete Experience." Choose a relevant video, reading or other material that can lead to a facilitated discussion on the topic. See 'Does Your Private Life Matter

Reading / Viewing list' for suggested videos, readings, etc. or choose a "Concrete Experience" of your own.

c) Publish and Process:

Instructor Note: Provide students time to react to the "Concrete Experience." Provide appropriate questions to guide the discussion to meet the objective of the "Concrete Experience."

d) Generate New Information:

Instructor Note: Provide new information to the students for consideration. Facilitate a discussion of the material to improve depth and retention.

e) Develop:

Instructor Note: The facilitator provides and explores the new information combined with supplemental questions and reflective practice that guides the group through a rich discussion on how the "New Information" relates to Professions and how it shapes a professional's behavior

f) Apply:

Instructor Note: Choose an appropriate introductory question, story, video, written vignette, exercise, picture/poster, etc. that will allow the students to apply their new knowledge the experience and will generate discussion within small/large group setting.

Facilitator Action: Check on Learning and Promote Reflective Practice Determine if group members have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.	
<u>Learning</u> Q – What do you think about what you learned? Q – How do you feel about what you learned? Q – What did you learn from listening to the reactions and reflections of other Army Professionals?	<u>Reflection</u> Q – What will you do with your new information? Q – What are the future implications of this decision, or of this experience? Q – How can you integrate what you have learned into your own organization?

5. SUGGESTED ASSESSMENT / EVALUATION

As noted above in the Learning Objectives the minimum standard for this module is:

- Examination and analysis of the module topics including the use of a journal to document information and capture personal reflections
- Participation in professional discussion, reflection and development exercises as designated by the instructor.

Additionally, instructor may want to assess the students to a deeper level of understanding than is demonstrated during discussion and journaling. In those cases the following is one method of many that can be used for Assessment / Evaluation of the Learning Objectives:

- a. Preparation of a project for presentation/delivery to a small group and / or instructor for facilitated discussion on the applicable topic
- b. The project is proposed by the student or assigned by the instructor. Examples are:
 - i. Design a case study supported by applicable video or written vignettes
 - ii. Write a research paper
 - iii. Create a video presentation
 - iv. Develop a debate, point/counter point, or simulated court session
 - v. Identification of opportunities to integrate Army Profession doctrine and the Army Ethic learning concepts into Command programs, processes, and climate